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| **Stocksbridge NI School**  **Long Term Plan Cycle A** | | | | |
|  | **Autumn 1** | | **Autumn 2**  Nativity Y1- A Miracle in town  Nativity Y2- Don’t Be Afraid | |
| **Theme** | **Me and My City** | | **Megastructures** | |
| Sensational Start  Fabulous Finish | Local walk. City tour  Make a leaflet to advertise Sheffield | | Camp cardboard  Hepp DT- clock tower | |
| SMSC and values | **Being Me in My World**  Children will learn:  To recognise what is fair and unfair, kind and unkind, what is right and wrong.  How to contribute to the life of the classroom.  To help construct and agree to follow a Class Charter to understand how these rules help them.  Aim: To feel safe, secure and happy in their new class. **Celebrating Differences**  To accept that everyone is different. How to make new friends. What bullying is and how to help someone who is being bullied  Aim: To explain some ways they are similar and different from their friends. | | **Relationships**  Children will learn:  • that there are lots of different types of families.  • what being a good friend means to them.  • To identify who can help them in their school community.  Aim: To explain why they appreciate someone who is special to them. | |
| Online safety | YEAR 1  **Online Safety**  [**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/)    **- Year 1: Add Online Relationships - discuss how to be kind online and how online actions affect others**  [**https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-explain-why-it-is-important-to-be-considerate-and-kind-to-people-online-and-to-respect-their-choices/?from=strands**](https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-explain-why-it-is-important-to-be-considerate-and-kind-to-people-online-and-to-respect-their-choices/?from=strands) | | YEAR 1  **Year 1: Add Online Bullying - link to discussions on bullying/being kind**  [**https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-explain-what-bullying-is-how-people-may-bully-others-and-how-bullying-can-make-someone-feel/?from=strands**](https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-explain-what-bullying-is-how-people-may-bully-others-and-how-bullying-can-make-someone-feel/?from=strands)  **-Online Safety**  [**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/) | |
| YEAR 2  **Online Safety**  [**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/)  **- Year 2: Add Self Image and Identity - discuss developing positive self-image and that online profiles can be misleading**  [**https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-explain-how-other-people-may-look-and-act-differently-online-and-offline/?from=strands**](https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-explain-how-other-people-may-look-and-act-differently-online-and-offline/?from=strands) | | YEAR 2  **Online Safety** [**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/)  **- Year 2: Add Online Bullying - discuss ways people can be unkind online and how to respond**  [**https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/early-years-7/) | |
| Being a Mathematician | Year 1  **Number**: Place Value(Within 10)  **Number**: Addition & Subtraction  (Within 10) | | Year 1  **Number**: Addition & Subtraction (Within 10)  **Geometry:** Shape  **Number**: Place Value  (Within 20) | |
| Year 2  **Number**: Place Value  **Number**: Addition & Subtraction | | Year 2  **Number**: Addition & Subtraction  **Measurement**: Money  **Number**: Multiplication & Division | |
| Being a Writer and a Reader | **Narrative-retell a story**  Y1  Write simple sentences from a familiar story.  Y2  Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. | | **Poetry**  **Y1- Firework poem ‘Zim Zam Zoom’**  **Y2- ‘Firework poem’ The Wright Stuff**  **Recount**  Y1  Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’ first, next, after, when.  ; listen to other’s recounts and ask relevant questions.  Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.  Y2  Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions.  Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.  Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. | |
| **YEAR 1** | **YEAR 2** | **YEAR 1** | **YEAR 2** |
| **Grammar:** Writing simple sentences with capital letters,  full stops  finger spaces  Nouns and verbs (The dog can run. The frog can hop.) | **Grammar:** Capital letters, full stops, nouns, verbs, adjectives.  (The green frog is jumping down the  road.) | **Grammar**: Capital I for first person pronouns. Adjectives. Noun phrases (The big dog can run. The green frog can hop.) | **Grammar:** Sentence forms - questions and exclamations Subordinating (because) and coordinating (and, so, but) conjunctions. |
| **Handwriting:** Letter formation check  Order to teach:  L,I,t  t,j,  c,o,a  d,g,q  e – revise d,g  r,n,m  n,m,h  b,k | **Handwriting:** Letter formation check  Revise  L,I,t  t,j,  c,o,a  d,g,q  e – revise d,g  r,n,m  n,m,h  b,k  include in words. | **Handwriting:**  Order to teach:  p – revise any that need it  v,w  u,y  s,f  x,z  revise and that need it. | **Handwriting:**  Order to teach:  L,I,t  t,j,  c,o,a  d,g,q  e – revise d,g  r,n,m  n,m,h  b,k  include in words. |
|  | **Spelling:**  In line with monster phonics HFW spellings  First 100 words will be taught in Autumn | **Spelling:**  In line with monster phonics  CEW for Year 2 spellings in Autumn Spelling rules, including the rules for adding vowel suffixes: the drop e, double consonant and y to an i rule | **Spelling:**  In line with monster phonics HFW spellings  First 100 words will be taught in Autumn | **Spelling:**  In line with monster phonics  CEW for Year 2 spellings in Autumn Spelling rules, including the rules for adding vowel suffixes: the drop e, double consonant and y to an i rule |
| Being a Scientist | **Year 1**  **Everyday materials**  **Pupils should be taught to:**  distinguish between an object and the material from which it is made- metal  **Year 2**  **Everyday materials**  **Pupils should be taught to:**  Identify and compare the suitability of a variety of everyday materials, including wood (bamboo), metal, plastic. – **Cutlery**  Aim: To carry out simple investigations to discover which material makes the best cutlery. | | **Year 1**  **Everyday materials**  **Pupils should be taught to:**  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties.  **Year 2**  **Everyday materials**  **Pupils should be taught to:**  Identify and compare the suitability of a variety of everyday materials, including wood (bamboo), metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing  Aim: to carry out simple investigations to discover the strength of a material. Use a material to demonstrate its strength to make a bridge/tower | |
| Being a Historian | **Changes within living memory** Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Children will learn about significant historical events, people and places in their own locality. Harry Brearley  Aim: To know why the steel industry is an important part of Sheffield’s history. To find out about Harry Brearley | | N/A | |
| Being a Geographer | *Pupils should develop knowledge about the world, the United Kingdom and their locality.*  *They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.*  **Locational knowledge**  Children will know their address and that Stocksbridge is a part of Sheffield.  **Place knowledge**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom- me and my school in me and my city  **Human and Physical geography**  Use basic geographical vocabulary to refer to:   * key physical features, including: hill, river, pond, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office and shop   **Geographical skills and fieldwork**  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Aim: To know the difference between a town and countryside. To know their address and where they live. To identify human and physical features of Stocksbridge. To draw a map of the school grounds. | | N/A | |
| Being a Computer User | **Year 1-** TCC Y1 – Technology around us (key skills).  Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.  Year 2- TCC Y1 – IT around us.  Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly. | | **Year 1** – Creating media: Digital painting.  Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.  **Year 2** – Stop frame animation. Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. | |
| Being a Designer | **Construction – design and make a moving picture with a city theme**.  Explore and evaluate a range of pictures, pop up books and moving pictures. (through images, models and visit to the city)  Generate, develop, model and communicate their ideas through talking and drawing.  Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing  Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products  Aim: To design and make a moving picture. To say what worked well and discuss what improvements they would make next time. | | **Hepp DT visit**  **Construction- design and make a megastructure?**  Explore a range of megastructure designs- images, models, photographs  Generate, develop, model and communicate their ideas through talking and drawing.  Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing  build structures, exploring how they can be made stronger, stiffer and more stable  evaluate their ideas and products against design criteria  Aim: To design and make a megastructure? To say what worked well and discuss what improvements they would make next time. | |
| Being a Musician | **Year 1**   1. Exploring pulse through songs and movement 2. Controlling pulse using voices and instruments 3. Exploring the difference between pulse and rhythm 4. Copying and creating rhythmic patterns.   **Year 2**   1. Performing rhythms and movement to a steady pulse 2. Copying and creating rhythmic patterns 3. Combining rhythmic patterns   4.Representing rhythmic patterns | | **Year 1**   1. Exploring pulse through songs and movement 2. Controlling pulse using voices and instruments 3. Exploring the difference between pulse and rhythm 4. Copying and creating rhythmic patterns.   **Year 2**   1. Performing rhythms and movement to a steady pulse 2. Copying and creating rhythmic patterns 3. Combining rhythmic patterns 4. Representing rhythmic patterns | |
| Being an Artist | **Observational Drawing –** Children will use drawing to develop and share their ideas, experiences and imagination.  Develop a wide range of art and design techniques in using line, shape, form and space.  Look closely at the school buildings. Explore and develop the use of line, shape, form and space in observational drawings.  Aim : To draw a detailed picture of School or a building from Sheffield city | | **Colour mixing-**  Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, shape, form and space  **Sculpture-**  2D and 3D Form – Sculptures -Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture. The children will have the opportunity to learn about different kinds of sculptures and to explore the work of famous sculptors Andy Goldsworthy. The children will look at different techniques using natural materials.  Aim: To create a sculpture based on the works of an artist | |
| Being a Sportsperson | GetSet4PE:  **Team Building**  In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.  GetSet4PE:  **Striking and Fielding**   In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. | | GetSet4PE:  **Gymnastics**  In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences.  GetSet4PE:  **Ball Skills**  In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. | |
| Studying Religions | Year 1  1.2Who do Christians say made the world?  Express creatively their own ideas about the questions: **Who am I? Where do I belong? How we all are connected?**  Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?  Find out what **different religions** do to celebrate the fruitfulness of the earth – focus on Christian Harvest Festival and Muslim Zakat (charitable giving). Think about being generous and being thankful.  **Year 2**  Who is a Muslim and how do the live. Part 1 | | Year 1  Who is Jewish and how do they live? Part 1  **Year 2**  Why does Christmas matter to Christians?  Recap the story of the first Christmas from year 1.  Explore the understanding of why Christmas and the nativity story so important to Christians.  Think about and reflect on my important days. | |